



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4005 E Butler, Flagstaff, AZ 86004

Flagstaff Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Mary K. Walton
Schedule : 08:00 AM to 04:00 PM
Grades : K-6
Web Address : www.flagstaff.k12.az.us/knoles
Phone Number : (928) 773-4120
Fax Number : (928) 773-4130
E-mail : mwalton@apsc.org

Mission

We provide a safe and secure atmosphere. We recognize the uniqueness of each individual. We strive to instill enthusiasm for lifelong learning. We are dedicated to academic excellence by offering creative/critical thinking skills.

School / Academic Goals

- ü Students will improve in the communication skills of writing (expression and mechanics), phonics, reading, decoding, reading comprehension, and oral language as mandated by the Arizona Academic Standards.
- ü Students will improve in their technology skills through keyboarding, word processing, using the Internet and by utilizing these skills to enhance the classroom instruction as mandated by the Arizona Academic Standards.
- ü Students will develop skills in the content areas of math, science, social studies, geography, health, art, PE, and music as aligned with Arizona Academic Standards.
- ü Students will develop in their skills of workplace standards as articulated through the Arizona Academic Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 667
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 89

Instructional Programs

- Û Full-day Kindergarten
- Û Band, Strings, Choir, Music
- Û Special Education & ELL Programs
- Û Art, PE, Masterpiece Art
- Û Special Reading, Gifted

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Knoles School will make every effort to communicate effectively with parents and to solicit their input on matters of interest regarding the students and policies of Knoles. Knoles will commit to instruction aligned with state standards.

Parents

Parent expectations are to see that their child comes to school ready to learn; provide proper nourishment; foster a proper attitude and an expectation to behave appropriately. Parents need to actively participate in the school-home partnership.

Transportation Policy

Regular school bus transportation to and from school for: students with disabilities (IEP stated) and elementary students who live more than one mile from school. Please refer to district handbook for more information.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Û Odyssey of the Mind - Regional Winners	2005
Û Odyssey of the Mind participant in World Competition	2005
Û Best of Show - Coconino County Fair	2003
Û Wells Fargo Grant Recipient	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	794	80010	99	99	99	470	448	447	4	9	10	8	17	18	55	57	53	33	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	386	38935	100	99	99	474	450	447	2	8	9	10	18	19	52	54	55	36	20	17
Male	56	406	40974	98	99	98	467	447	448	5	10	11	7	16	18	57	59	52	30	15	19
African American	NC	15	4201	NC	100	99	NC	432	430	NC	13	17	NC	27	23	NC	53	51	NC	7	9
Hispanic	NC	161	34545	NC	98	99	NC	436	432	NC	11	14	NC	24	24	NC	53	53	NC	12	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	482	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	NC	170	3979	NC	98	96	NC	430	424	NC	17	17	NC	24	30	NC	52	47	NC	7	6
White	82	431	35142	99	100	99	472	460	465	4	5	5	7	11	11	56	61	56	33	23	28
Students with Disabilities	14	163	10161	100	99	93	429	421	419	21	25	28	36	28	28	36	40	36	7	7	8
Students without Disabilities	84	631	69849	99	99	100	475	455	451	1	5	7	4	14	17	58	61	56	37	20	19
Limited English Proficient Students	NC	111	14013	NC	97	97	NC	407	413	NC	30	24	NC	38	34	NC	31	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	14	346	39029	100	98	98	424	432	432	21	14	14	36	26	25	29	51	52	14	9	9
Non-Economically Disadvantaged	84	448	40981	99	100	100	478	461	462	1	6	6	4	10	13	60	61	54	36	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	778	79438	99	97	98	485	455	451	2	8	9	8	22	24	59	57	56	31	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	380	38775	100	97	99	492	462	457	2	6	7	7	23	22	60	57	58	31	14	13
Male	56	396	40560	98	97	97	480	449	446	2	11	12	9	22	25	59	56	54	30	10	9
African American	NC	15	4178	NC	100	98	NC	448	439	NC	13	13	NC	13	29	NC	60	52	NC	13	6
Hispanic	NC	158	34297	NC	96	98	NC	441	434	NC	11	14	NC	30	31	NC	54	50	NC	4	5
Asian/Pacific Islander	NC	14	2063	NC	93	99	NC	486	475	NC	7	3	NC	7	15	NC	50	63	NC	36	20
American Indian/Alaskan Native	NC	167	3940	NC	96	95	NC	433	429	NC	13	14	NC	34	36	NC	51	47	NC	2	3
White	82	422	34887	99	98	98	487	469	471	2	6	4	7	16	15	57	60	63	33	18	18
Students with Disabilities	14	147	9588	100	89	88	444	418	416	14	27	30	36	34	32	36	35	34	14	4	5
Students without Disabilities	84	631	69850	99	99	100	491	463	456	NA	4	7	4	20	23	63	62	59	33	14	12
Limited English Proficient Students	NC	106	13856	NC	92	96	NC	404	407	NC	26	27	NC	50	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	14	337	38685	100	95	97	442	435	435	7	14	14	29	33	32	57	48	50	7	5	5
Non-Economically Disadvantaged	84	441	40753	99	99	99	492	471	467	1	4	5	5	14	16	60	64	62	35	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	786	79971	99	98	99	447	426	423	3	8	8	27	39	41	65	50	49	5	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	383	38974	98	98	99	462	442	437	2	4	5	12	30	33	80	61	57	5	4	4
Male	57	401	40895	100	98	98	437	410	410	4	10	10	37	48	47	54	39	41	5	2	2
African American	NC	15	4203	NC	100	99	NC	409	411	NC	13	11	NC	40	45	NC	40	43	NC	7	2
Hispanic	NC	163	34481	NC	99	99	NC	411	410	NC	12	10	NC	47	46	NC	39	43	NC	2	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	441	449	NC	NA	4	NC	43	28	NC	43	60	NC	14	8
American Indian/Alaskan Native	NC	168	3995	NC	97	96	NC	413	409	NC	10	10	NC	45	47	NC	43	42	NC	1	1
White	83	424	35150	100	98	99	452	437	437	2	5	5	24	34	35	67	58	56	6	4	5
Students with Disabilities	14	154	10258	100	93	94	421	379	377	14	25	23	29	47	51	57	27	25	NA	1	1
Students without Disabilities	84	632	69713	99	100	100	451	436	429	1	3	5	26	37	39	67	56	52	6	3	3
Limited English Proficient Students	NC	111	13985	NC	97	97	NC	378	382	NC	22	18	NC	54	54	NC	24	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	14	343	38994	100	97	98	424	411	409	7	10	10	50	47	47	36	41	41	7	1	1
Non-Economically Disadvantaged	84	443	40977	99	99	100	451	437	437	2	5	5	23	33	34	70	57	56	5	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	829	80147	100	99	99	520	478	482	4	12	11	5	16	17	41	50	49	51	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	388	39281	98	99	99	526	482	483	4	11	9	4	16	17	36	48	50	56	24	24
Male	50	439	40780	100	98	98	514	474	482	4	14	12	6	16	17	46	51	48	44	19	24
African American	NC	18	4249	NC	95	99	NC	460	464	NC	6	17	NC	28	22	NC	56	48	NC	11	13
Hispanic	11	186	33494	100	97	99	511	458	466	NA	22	15	NA	19	23	64	49	49	36	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	197	4117	NC	99	96	NC	452	456	NC	18	19	NC	26	27	NC	51	46	NC	4	8
White	85	418	36122	100	100	99	525	499	501	5	6	5	4	10	10	39	50	50	53	34	35
Students with Disabilities	20	196	10295	100	97	92	493	443	443	20	33	33	10	24	26	35	36	33	35	8	8
Students without Disabilities	86	633	69852	100	100	100	526	489	488	NA	6	7	3	14	16	42	55	51	55	26	26
Limited English Proficient Students	NC	127	12722	NC	98	97	NC	427	441	NC	37	27	NC	31	33	NC	31	37	NC	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	16	363	38371	100	98	97	474	455	465	13	20	15	19	23	23	50	50	49	19	7	13
Non-Economically Disadvantaged	90	466	41776	100	100	100	529	496	498	2	7	6	2	10	11	39	50	49	57	33	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	822	79686	100	98	98	503	469	470	4	11	11	6	24	24	71	56	57	20	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	385	39163	98	98	99	508	478	475	5	8	9	NA	22	22	71	60	60	24	11	10
Male	50	435	40438	100	97	97	497	460	465	2	15	13	12	26	25	70	53	54	16	6	7
African American	NC	18	4228	NC	95	98	NC	463	458	NC	11	15	NC	17	28	NC	67	53	NC	6	4
Hispanic	11	186	33299	100	97	98	504	451	452	NA	20	17	NA	31	32	91	45	47	9	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	193	4087	NC	97	96	NC	443	446	NC	13	16	NC	42	38	NC	43	44	NC	1	2
White	85	415	35914	100	99	98	505	488	489	5	7	5	4	13	15	71	67	67	21	13	14
Students with Disabilities	20	189	9808	100	94	87	483	433	432	20	31	35	10	37	32	55	30	30	15	3	3
Students without Disabilities	86	633	69878	100	100	100	508	479	475	NA	6	8	5	20	23	74	64	61	21	10	9
Limited English Proficient Students	NC	124	12594	NC	95	96	NC	418	422	NC	34	34	NC	51	45	NC	15	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	16	358	38095	100	96	97	460	446	452	19	19	17	19	36	32	63	44	48	NA	2	3
Non-Economically Disadvantaged	90	464	41591	100	100	99	511	486	486	1	6	6	3	15	16	72	66	65	23	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	824	80372	100	98	99	503	474	475	NA	4	4	20	31	30	75	63	64	5	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	387	39452	98	99	99	514	491	488	NA	2	3	9	21	22	84	74	72	7	3	3
Male	50	435	40836	100	97	98	490	460	464	NA	6	6	32	40	37	66	53	56	2	1	1
African American	NC	17	4264	NC	89	99	NC	480	465	NC	NA	5	NC	29	35	NC	71	59	NC	NA	1
Hispanic	11	187	33608	100	98	99	515	457	462	NA	9	6	9	36	36	82	55	57	9	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	198	4128	NC	99	97	NC	461	464	NC	4	4	NC	39	39	NC	56	56	NC	1	1
White	85	412	36213	100	98	99	502	488	489	NA	2	2	21	26	22	74	70	72	5	3	3
Students with Disabilities	20	192	10526	100	95	94	490	441	427	NA	8	15	25	56	53	70	35	31	5	1	1
Students without Disabilities	86	632	69846	100	99	100	505	484	482	NA	2	3	19	24	26	77	72	69	5	2	2
Limited English Proficient Students	NC	127	12747	NC	98	97	NC	435	432	NC	10	12	NC	56	52	NC	33	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	16	365	38521	100	98	98	467	458	461	NA	5	6	56	41	38	44	54	55	NA	0	1
Non-Economically Disadvantaged	90	459	41851	100	98	100	509	487	489	NA	3	3	13	24	22	81	70	72	6	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	833	79306	100	99	99	526	505	504	3	11	13	11	18	20	61	53	49	25	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	408	38845	100	100	99	526	507	505	4	9	11	13	18	20	58	54	50	24	18	18
Male	50	425	40383	100	99	98	526	503	504	2	13	14	8	17	19	64	52	47	26	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	NC	174	32673	NC	100	99	NC	484	487	NC	22	18	NC	21	25	NC	49	46	NC	7	10
Asian/Pacific Islander	NC	17	2147	NC	100	99	NC	541	539	NC	6	5	NC	NA	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	NC	192	4034	NC	99	97	NC	486	479	NC	16	22	NC	27	29	NC	49	43	NC	8	7
White	79	429	36234	100	99	99	529	521	523	1	4	6	9	13	13	65	57	52	25	26	28
Students with Disabilities	NC	150	10286	NC	97	91	NC	462	462	NC	38	41	NC	31	27	NC	28	27	NC	3	5
Students without Disabilities	86	683	69020	100	100	100	528	514	510	1	6	9	9	15	18	64	59	52	26	21	21
Limited English Proficient Students	NC	83	10291	NC	99	96	NC	446	458	NC	46	38	NC	36	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	11	363	37437	100	98	97	501	484	486	9	19	19	18	25	26	55	50	46	18	7	9
Non-Economically Disadvantaged	84	470	41869	100	100	100	529	521	521	2	6	7	10	13	14	62	56	51	26	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	830	79000	100	99	98	519	495	489	NA	8	10	8	20	24	72	61	58	20	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	407	38774	100	99	99	523	500	494	NA	6	7	9	17	22	64	63	61	27	14	10
Male	50	423	40150	100	99	98	516	489	485	NA	10	12	8	22	25	78	59	55	14	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	NC	173	32508	NC	100	98	NC	475	472	NC	15	15	NC	29	33	NC	50	49	NC	5	3
Asian/Pacific Islander	NC	17	2142	NC	100	99	NC	524	510	NC	NA	4	NC	12	14	NC	76	67	NC	12	16
American Indian/Alaskan Native	NC	190	4016	NC	98	96	NC	473	467	NC	14	14	NC	32	37	NC	53	46	NC	2	2
White	79	429	36135	100	99	98	524	513	508	NA	3	4	5	10	14	71	69	67	24	18	15
Students with Disabilities	NC	147	9991	NC	95	88	NC	449	449	NC	33	33	NC	37	36	NC	29	29	NC	1	2
Students without Disabilities	86	683	69009	100	100	100	523	504	495	NA	3	6	7	16	22	71	68	62	22	13	10
Limited English Proficient Students	NC	80	10199	NC	95	95	NC	433	439	NC	41	35	NC	46	47	NC	13	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	11	360	37234	100	97	97	495	474	472	NA	14	15	27	30	33	64	53	50	9	3	3
Non-Economically Disadvantaged	84	470	41766	100	100	99	523	511	505	NA	4	5	6	12	16	73	67	65	21	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	834	79611	100	100	99	534	498	496	1	6	7	14	38	37	85	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	412	39016	100	100	99	547	513	511	NA	4	4	7	29	29	93	66	66	NA	1	1
Male	50	422	40519	100	99	98	523	483	482	2	9	10	20	46	44	78	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	NC	173	32855	NC	100	99	NC	478	481	NC	12	10	NC	44	43	NC	45	47	NC	NA	0
Asian/Pacific Islander	NC	17	2149	NC	100	100	NC	526	519	NC	NA	4	NC	35	24	NC	59	70	NC	6	2
American Indian/Alaskan Native	NC	191	3992	NC	99	96	NC	481	478	NC	10	10	NC	45	46	NC	45	44	NC	NA	0
White	79	432	36380	100	100	99	537	515	511	1	3	4	11	31	30	87	66	65	NA	0	1
Students with Disabilities	NC	148	10664	NC	96	94	NC	445	440	NC	20	23	NC	59	54	NC	21	22	NC	NA	1
Students without Disabilities	86	686	68947	100	100	100	538	509	504	NA	3	4	13	33	34	87	63	61	NA	0	1
Limited English Proficient Students	NC	81	10362	NC	96	97	NC	429	438	NC	25	22	NC	59	57	NC	16	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	11	362	37626	100	98	98	521	479	479	NA	10	10	18	47	45	82	44	45	NA	NA	0
Non-Economically Disadvantaged	84	472	41985	100	100	100	536	513	511	1	4	4	13	31	30	86	65	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	742	79327	100	98	98	545	516	518	5	18	19	11	20	20	58	48	46	26	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	377	38961	100	98	98	545	519	520	3	15	16	16	22	20	53	48	48	29	15	16
Male	60	365	40295	100	98	97	546	513	516	7	21	21	8	19	19	62	48	44	23	13	16
African American	NC	17	4247	NC	100	98	NC	490	499	NC	29	27	NC	29	24	NC	35	41	NC	6	8
Hispanic	12	153	32327	100	97	98	535	497	499	NA	31	27	25	22	25	67	43	41	8	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	169	4391	NC	97	96	NC	495	489	NC	21	32	NC	33	27	NC	40	36	NC	6	4
White	76	395	36373	100	99	98	551	533	538	5	11	10	7	15	14	59	53	52	29	21	25
Students with Disabilities	12	142	9321	100	95	87	501	464	467	33	54	54	8	28	22	50	17	21	8	1	3
Students without Disabilities	86	600	70006	100	99	100	551	528	524	1	9	14	12	19	19	59	55	49	28	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	17	306	37097	100	97	97	526	498	498	12	24	27	18	26	25	53	44	41	18	6	7
Non-Economically Disadvantaged	81	436	42230	100	99	99	549	529	535	4	14	11	10	17	15	59	50	50	27	20	24

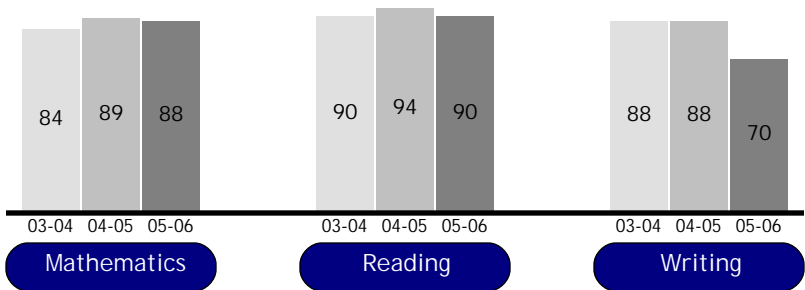
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	742	79501	100	98	98	526	501	497	2	9	10	10	24	25	77	62	60	11	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	377	39062	100	98	99	528	506	502	NA	7	8	13	20	23	71	67	64	16	6	5
Male	60	365	40368	100	98	98	524	496	491	3	10	13	8	28	27	80	57	57	8	5	3
African American	NC	17	4279	NC	100	99	NC	483	485	NC	6	14	NC	41	30	NC	47	54	NC	6	2
Hispanic	12	153	32389	100	97	98	517	484	478	NA	16	16	17	29	34	75	52	48	8	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	169	4401	NC	97	96	NC	477	473	NC	13	17	NC	38	40	NC	47	43	NC	1	1
White	76	395	36446	100	99	99	531	518	516	1	4	4	9	15	15	76	73	73	13	8	7
Students with Disabilities	12	142	9411	100	95	88	492	455	453	8	31	36	25	46	36	58	23	26	8	1	1
Students without Disabilities	86	600	70090	100	99	100	531	511	502	1	4	7	8	19	24	79	71	65	12	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	17	306	37183	100	97	97	498	483	479	12	13	16	12	31	34	76	55	49	NA	1	1
Non-Economically Disadvantaged	81	436	42318	100	99	99	532	514	513	NA	6	5	10	19	17	77	67	70	14	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	724	80000	100	96	99	602	577	564	NA	3	3	4	6	11	72	74	75	23	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	372	39288	100	97	99	617	590	579	NA	2	2	NA	3	6	63	71	77	37	23	16
Male	60	352	40644	100	95	98	592	563	549	NA	3	4	7	10	15	78	78	74	15	9	7
African American	NC	17	4307	NC	100	99	NC	559	551	NC	NA	4	NC	18	13	NC	76	75	NC	6	7
Hispanic	12	151	32672	100	96	99	604	554	548	NA	7	4	NA	8	14	83	75	76	17	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	167	4424	NC	95	97	NC	560	549	NC	2	3	NC	8	14	NC	85	77	NC	5	5
White	76	381	36602	100	95	99	603	594	579	NA	2	2	3	4	7	71	70	75	26	24	16
Students with Disabilities	12	124	9919	100	83	93	538	525	505	NA	6	9	33	27	35	67	65	54	NA	2	2
Students without Disabilities	86	600	70081	100	99	100	611	587	571	NA	2	2	NA	2	7	73	76	79	27	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	17	303	37534	100	96	98	590	557	547	NA	4	4	12	8	15	71	82	76	18	6	5
Non-Economically Disadvantaged	81	421	42466	100	96	100	604	591	578	NA	2	2	2	5	7	73	69	75	25	24	16

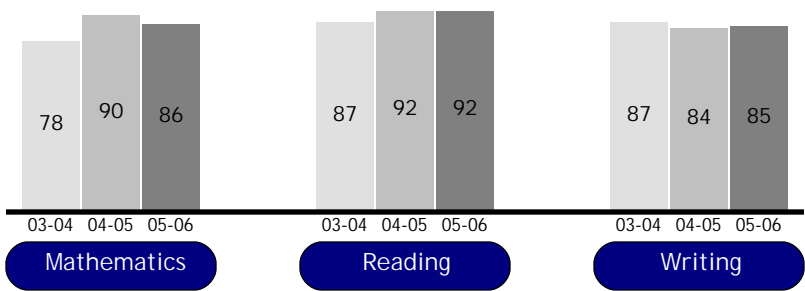
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	73	NA	58	96	66	52	47	95	68	50	46
	Language	92	77	52	50	96	65	51	47	95	72	52	48
	Mathematics	92	74	68	64	98	63	55	50	95	67	50	52
3	Reading	98	69	NA	55	99	67	48	44	98	76	52	46
	Language	98	67	63	61	99	62	43	44	98	65	46	46
	Mathematics	99	64	65	61	99	68	50	51	98	73	56	52
4	Reading	99	77	NA	56	100	69	55	48	99	75	50	52
	Language	98	64	56	52	100	71	54	49	99	70	50	52
	Mathematics	99	74	63	61	100	68	56	53	99	78	56	58
5	Reading	99	74	NA	55	99	67	54	50	100	76	63	56
	Language	98	65	55	49	99	68	52	50	100	78	58	54
	Mathematics	100	83	69	63	99	65	49	49	100	68	54	52
6	Reading	98	80	NA	56	100	74	56	51	100	75	58	56
	Language	99	67	58	48	100	68	50	47	100	72	50	50
	Mathematics	100	83	76	66	100	73	57	52	100	75	58	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Building Improvements
- Ü Program Development
- Ü Overall School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	7.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	1	0	0
10 or more years	8	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Labs, Amphitheater
- Ü Library, Art room, Music Room
- Ü Activity Room, Environmental Trail
- Ü Parent Center

Extracurricular Activities

- Ü FACTS (After School Programs)
- Ü After school tutoring
- Ü Dance
- Ü Scouts, City Youth Sports
- Ü Big Bros., Big Sister Mentoring

Social Services

- Ü Before/After School Care Program
- Ü Breakfast & Lunch Programs
- Ü Big Brothers, Big Sisters Mentoring
- Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Embry Riddle Science contest winners, Habitat for Humanity design winner, over \$8,000.00 raised for community drives (United Way, American Heart Association).
- ü Red Ribbon Essay contest winner, State Poetry contest winners, Best of Show Coconino County Fair 2003, Teachers recognized on Channel 2 for 'Teachers 2 Know'.
- ü Native American Academic Scholars, Odyssey of the Mind participants.
- ü Pentel Young Artist winners, Coconino County Poetry winner.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Knoles embraces a safe school concept that encompasses character development, discipline and emergency procedures. We promote positive behavior and professional development for staff. We have scheduled drills addressing emergency procedures.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary K. Walton	(928) 773-4120
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Sylvia Johnson	(928) 527-6152
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Kristen Tetlow	(928) 773-4120
Student Health/Nurse	Debra Mourtsen	(928) 773-4122

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 75 Copies = \$29.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.